

English Language Learners (ELL) Program Education Plan

Teachers use many strategies in the classroom that help all our students succeed in learning. These include:

- Building background knowledge and preteaching vocabulary
- Using cooperative learning groups
- Teaching study skills
- Demonstrating concepts and expectations through modeling
- Using manipulatives in math
- Re-teaching foundational skills
- Using tiered questioning

Additionally, the modifications and strategies that are listed below are the ones that teachers and educational assistants are using with your child to help him/her be successful in the classroom.

Student Name:

Grade Level:

Date:

Teacher:

Subject:

<u><i>Teaching Strategies</i></u>	<u><i>Assignments</i></u>
Quietly repeat directions to student after they are given; then student repeats and explains them.	Reading assignments may be presented in an audio format (CDs, MP3s, etc.).
Accompany oral directions with written directions for the student to refer to (board or paper).	Material presented on a lower reading level.
Utilize peer tutoring, buddy system, or cross age tutoring.	Exempt from homework during the first six months in US schools.
Provide extra time for oral or written responses.	Lengthy reading assignments not required.
Speak slowly and clearly (not loudly).	Student may use highlighted texts, study guides, or outlines provided by the teacher.
Graphic organizers/visual aids are used.	Accept incorrect pronunciation of a word, then model the correct pronunciation.
Check often for understanding/review.	Use bilingual dictionaries, language learner, dictionaries, or electronic translators.
Give directions in small, distinct steps.	Use adapted/modified textbooks.
Use individual/small group instruction.	Assignments can be omitted.
Use supplementary materials.	Student may record classroom assignments.
Present materials on student's instructional reading level for independent work.	In assignments where grammar and spelling are being graded, students may make corrections before a final grade is given.
Provide student with bilingual materials, where available, on a topic to be covered in class prior to instruction.	Given a copy of material presented instead of being required to copy.

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Present grade level material using simpler vocabulary and language structure.	Extra assignment time.
Other:	Response or essay questions will be given with a fill in the word sentence/paragraph frame.
	Response or essay questions will be given with a fill in the phrase sentence/paragraph frame.
	Response or essay questions will be given with a minimal sentence stem.
	ELL Lab
	Provide extra grade opportunities(redo missed items , extra credit, etc.)
	Other:
<u>Assessments</u>	<u>Environment</u>
Provide extra testing time.	Seat student as near to the teacher/board as possible.
Break testing into small segments.	Seat student with bilingual peer sharing the same first language.
Mark student's correct answer and acceptable work, not his mistakes.	Seat ELL student with peers that are monolingual in English.
Directions and test questions/items for exams and quizzes can be read aloud.	Explicitly teach cultural expectations for classroom behavior and school norms.
Student reads exams and quizzes aloud with assistance.	Avoid placing child under pressure of time or competition.
Student reads exams and quizzes silently but can request prompting for pronunciation of unknown words.	Cue student intermittently to return to task.
Student reads exams and quizzes silently but can request prompting for clarification for meaning of unknown words or difficult passages.	Other:
Response or essay questions will be given with a fill in the word sentence/paragraph frame.	
Response or essay questions will be given with a fill in the phrase sentence/paragraph frame.	
Response or essay questions will be given with a minimal sentence stem.	
Recognize and give credit for student's oral participation in class.	